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TITLE:

**Addressing Anti-Motivation Issues in a Fifth Basic EFL
Educational Learning Environment at Unidad Educativa
Politécnico**

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I would like to thank God, my supreme Father who has let me get to this point in my life and will continue supporting me throughout my existence.

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ABSTRACT

The purpose of this research project is to identify the factors that demotivate students during the teaching-learning process and devise strategies to help both the educator and the learner to deal with such situations when they arise in the classroom. After the pertinent research labor and the review of the literature were completed, it was concluded that in order to get students motivated within their own environment this could be achieved more efficiently through a diverse pedagogical techniques.

Key words: motivation, language learning, inquiry, English as a Foreign Language, real-world context, inquiry, prior knowledge.

JUSTIFICATION

One of the most important issues a teacher has to face in the classroom is how to get students connected with what he/she is intended to be teaching. That is why there are many problems at the moment of conducting a class regarding motivation. Students get easily distracted or demotivated by both internal and external factors that can lead to difficulties within the teaching-learning process. This paper was not only intended to identify the possible matters that interfere in the learning environment, but also to look for strategies in order to manage them as well

RESEARCH QUESTION

What are the best strategies to encourage motivation within the EFL classroom?

GENERAL OBJECTIVE

To increase motivation in students in a Fifth Basic Level EFL classroom.

SPECIFIC OBJECTIVES

1. To determine the extent that motivation plays in the classroom.
2. To identify pedagogical motivational techniques that may allow students success in an EFL learning environment (evidenced through the review of the literature).
3. To apply various motivational techniques in an EFL learning environment in order to determine 'best practices'.

HYPOTHESES

- Students will improve their grades and performance by practicing through the motivational strategies.
- Students will be more actively engaged in learning with the techniques applied by the teachers.
- Students will develop skills for working in groups due to the exposition to different scenarios in the learning environment.

CHAPTER 2

THEORETICAL FRAMEWORK

2.1 Maslow's hierarchy of needs

Maslow wanted to understand what motivates people. He believed that people possess a set of motivation systems unrelated to rewards or unconscious desires. Maslow (1943) stated that people are motivated to achieve certain needs. When one need is fulfilled, a person seeks to fulfill the next one, and so on. The earliest and most widespread version of Maslow's (1943, 1954) *hierarchy of needs* includes five motivational needs, often depicted as hierarchical levels within a pyramid. This five stage model can be divided into basic (or deficiency) needs (e.g. physiological, safety, love, and esteem) and growth needs (self-actualization).

The deficiency or basic needs are said to motivate people when they are unmet. Also, the need to fulfill such needs will become stronger the longer the duration they are denied. For example, the longer a person goes without food the hungrier they will become.

One must satisfy lower level basic needs before progressing on to meet higher level growth needs. Once these needs have been reasonably satisfied, one may be able to reach the highest level called self-actualization.

Every person is capable and has the desire to move up the hierarchy toward a level of self-actualization. Unfortunately, progress is often disrupted by failure to meet lower level needs.

Maslow noted only one in a hundred people become fully self-actualized because our society rewards motivation primarily based on esteem, love and other social needs.

The original hierarchy of needs five-stage model includes:

1. Biological and Physiological needs - air, food, drink, shelter, warmth, sex, sleep. They are the things a person needs to sustain life; these are considered to be the ones that a human could not probably live without.
2. Safety needs - protection from elements, security, order, law, stability, freedom from fear. They are not only related to safety and well-being themselves, but also emotional or financial safety.
3. . Love and belongingness needs - friendship, intimacy, affection and love, - from work group, family, friends, and romantic relationships. This means the sense of belonging to someone or to a particular group of people. We all have people we want to associate with (family, friends, co-workers, etc.)
4. Esteem needs - achievement, mastery, independence, status, dominance, prestige, self-respect, and respect from others. These needs are driven by the desire to feel good about ourselves, to look at the mirror at the end of the day and to think positive things about you.
1. Self-Actualization needs - realizing personal potential, self-fulfillment, seeking personal growth and peak experiences. This is the need to feel like we are reaching our fullest potentials. These may be found in the

fields, such as education, developing skills, improving our abilities, and those other types of things that help us become better versions of ourselves.

Maslow postulated that human needs are arranged in a hierarchy:

'It is quite true that man lives by bread alone — when there is no bread. But what happens to man's desires when there is plenty of bread and when his belly is chronically filled? At once other (and "higher") needs emerge and these, rather than physiological urges, dominate the organism. And when these in turn are satisfied, again new (and still "higher") needs emerge and so on. (Maslow, Hierarchy of needs, 1943).

Maslow's theory may be helpful for teacher at the moment of driving a class. Teacher is a manager. He/she manages people, which is the reason why this hierarchy of needs is important because by knowing what the needs of people are, we are ready to work on their motivation and furthermore building the behavior we want to obtain from them. (McLeod, 2015)

2.2 John Keller Motivation Design ARCS

"Motivation consists of the amount of effort a person is willing to exert in pursuit of a goal; hence, motivation has magnitude and direction. Consequently, motivational design is concerned with connecting instruction to the goals of learners, providing stimulation and appropriate levels of challenge, and influencing how the learners will feel following successful goal accomplishment, or even following failure" (Keller, 2006).

John Keller synthesized existing research on psychological motivation and created the ARCS model (Keller J., 1987). ARCS stands for Attention, Relevance, Confidence, and Satisfaction. (See figure 1)

The ARCS motivational design process is a systematic problem solving approach that requires knowledge of human motivation and progress from learner analysis to solution design. More specifically, the process includes:

- Knowing and identifying the elements of human motivation,
- Analyzing audience characteristics to determine motivational requirements,
- Identifying characteristics of instructional materials and processes that stimulate motivation,
- Selecting appropriate motivational tactics, and
- Applying and evaluating appropriate tactics.

Keller's ARCS Model (figure 1)

<p>Attention</p>	<ol style="list-style-type: none"> 1. Incongruity and Conflict: Use contradictions, play "devil's advocate" 2. Concreteness: Use visual representations, anecdotes and biographies 3. Variability: Change—tone of voice, movements, instructional format, media, layout & design of instructional material, and interaction patterns 4. Humor: Use puns, humorous analogies & anecdotes, and jokes (w/moderation) 5. Inquiry: Use problem-solving activities and constructive practices 6. Participation: Use games, simulations, role-playing, etc.
<p>Relevance</p>	<ol style="list-style-type: none"> 1. Experience: <ol style="list-style-type: none"> i. Tell learners how new learning will use existing skills ii. Use analogies to relate current learning to prior experience iii. Relate to learner interests 2. Present Worth: Explicitly state the current value of instruction 3. Future Usefulness: Relate instruction to future goals (have students participate in this) 4. Need Matching: Give students the opportunity to achieve, exercising responsibility, authority, and influence 5. Modeling: Use enthusiasm, peer-modeling, etc. 6. Choice: (student choice)
<p>Confidence</p>	<ol style="list-style-type: none"> 1. Learning Requirements: Advise students of requirements (goals & objectives). 2. Difficulty: Sequence activities in increasing difficulty w/continual but reasonable challenge. 3. Expectations: Use metacognition to forecast outcomes based upon effort; set realistic goals. 4. Attributions: Encourage students to internalize locus of control by attributing success to themselves 5. Self-Confidence: Foster using confidence strategies
<p>Satisfaction</p>	<ol style="list-style-type: none"> 1. Natural Consequences: Allow students to use newly acquired skills in realistic, successful settings 2. Unexpected Rewards: Include student expectation of extrinsic reward (for boring tasks) or use a surprise reward 3. Positive Outcomes: Provide feedback—praise, personal attention, motivation—immediately 4. Avoidance of Negative Influences: Don't use threats, surveillance practices and total external evaluation 5. Scheduling: Repeat reinforcement at fluctuating, non-predictable intervals

The four components of the ARCS motivational design model can be described as following: (Johnson, 2013)

- Attention: this needs to be aroused and sustained. As learning involves a state of curiosity, the act of imagination will appear for sure. There has to be variety of techniques and activities in which learners can experience different ways of seeing things and be able to build their own learning by using their creativity.
- Relevance: this part is perceived as helpful for accomplishing goals. Learning involves a state of interest and a state of wonder; this is the act of anticipation. The learner has to find the relation and be familiarized with the topic seen. Prior experience and values must be taken into account, so that they will help reach the learner's goals. It is also important to be aware of the person's motives and match his preferences with the learning experience.
- Confidence: this section is perceived as involving some level of success. If challenge is immersed in learning, the act of effort will be required. By building confidence, the learner will achieve and perform his goals very well. Criteria for evaluation are important for the learner, so he can know exactly what to achieve at a certain point of time. Besides, he will be able to see his success in the learning path and also be in control of his experience.

- Satisfaction: this stage is reflected in the synthesis of the learning design. The learning experience must provide learner with some form of reward or satisfaction. In here, there might be opportunities for applying the knowledge in a personalized context. Moreover, the learner can reinforce what he already learnt during the whole teaching-learning process. Intrinsic and extrinsic motivation may be involved too. The learner can find if what motivates himself is an inside or outside factor (intrinsic or extrinsic) as an unexpected reward.

CHAPTER 3

LITERATURE REVIEW

Motivation has always been one of the most important factors at the moment of developing a class. Besides, the fact of how to stimulate students and get them into education has been highly argued. This is perhaps the key of teaching-learning success.

Getting students learn and speak a foreign language is harder when the setting does not help in achieving that goal. That is the reason why teachers need to try every single tool and use all the time available in order to have their pupils perform what they have learnt regarding the new language.

3.1 Glossary

3.1.1 Motivation

“The term motivation comes from the Latin verb *movere* (to move). The idea of movement is reflected in such commonsense ideas about motivation as something that gets us going, keeps us working, and helps us complete tasks.”
(D. H. Schunk, P.R.Pintrich, J. Meece, 2008)

“Motivation is typically defined as the forces that account for the arousal, selection, direction, and continuation of behavior. Nevertheless, many teachers have at least two major misconceptions about motivation that prevent them from using this concept with maximum effectiveness. One misconception is that some

students are unmotivated. Strictly speaking, that is not an accurate statement. As long as a student chooses goals and expends a certain amount of effort to achieve them, he is, by definition, motivated.” (Motivation, 1997)

Longman dictionary of contemporary English (English, 2007) defined motivation as: “Eagerness and willingness to do something without needing to be hold or force to do it”.

3.1.2 Language learning

Language Learning can be defined as developing the skills and abilities to communicate in the second or foreign language. Those abilities can be used to understand and express communication. (Lanqua, 2014)

Julio Foppoli (Base, 2016) says that Language Learning is the result of direct instruction in the rules of language. In Language Learning, students are conscious about the knowledge and can talk about it.

3.1.3 English as a foreign language

The Cambridge Dictionary Online (Press, 2016) states that English as a Foreign Language is the teaching to students whose first language is not English.

3.1.4 al-world context

“Learning is essentially a matter of creating meaning from the real activities of daily living. By embedding subject matter in the ongoing experiences of the learners and by creating opportunities for learners to live subject matter in the context of real-world challenges, knowledge is acquired and learning transfers from the classroom to the realm of practice.” (Stein, 2016).

3.1.5 Inquiry

Inquiry can be defined as the process of asking questions. It is also an official process to discover the facts about something that has happened. (Cambridge, 2016).

According to (Dictionary.com, 2016), inquiry is the act of seeking or requesting information, truth or knowledge.

3.1.6 Prior knowledge

Prior knowledge is what a person knows about a particular topic before learning more about it. It is what is already in the brain because it has been heard, seen before or experience something similar. (Castillo, 2003)

3.2 Demotivation

In a research article (Motivating Students in the EFL classroom, 2011), there is a case of learners who feel demotivated to learn English due to its over-focus on teaching writing skills with very few new learning experiences, boring materials, and poor connection between the language and its use in real life or their future careers.

How does demotivation affect learners?

Demotivation can result in students' low achievement or negative attitudes toward the target language. (Harmer, 1991)

De-motivation is as important as motivation in learning process. (Sakai, H., Kikuchi, K., 2009) stated that "examining the cause of the de-motivation lends support in understanding theories on motivation" (p. 57). De-motivation is viewed as the negative counterpart of motivation. De-motivating factors are elements that lead to diminishing students' motivation to learn English as a foreign language (EFL). Understanding the reasons behind this phenomenon has received due attention by teachers who observe students' de-motivation in the process of learning EFL.

Based on Dörnyei's (Doryei, 2001) definition, de-motivation can be expressed as "specific external forces that reduce or diminish the motivational basis of behavioral intention or an on-going action" (p. 143).

As motivation seems to be a crucial element in education, there has to be a program that helps developing students' learning performance.

Authentic way of learning is what PYP (Primary Years Programme) offers in the ¹International Baccalaureate. By having this programme, students will learn about the real world by first researching on the given topic and then doing practice about it.

¹ The International Baccalaureate (IB) offers three high quality and challenging educational programmes for a worldwide community of schools, aiming to create a better, more peaceful world. (Making the PYP happen)

3.3 Constructivism as educational theory

Constructivism is a theory that “equates learning with a creative meaning from experience”. This theory helps teachers get students engaged and motivated by making them take a more active role in the learning process. Basically, constructivism makes learners create or build knowledge based on their own experience. (Learning Theories, 2014)

In an article by (Taber, 2011) “constructivism is a major referent in education. One of the versions of constructivism is that it is informed by findings from both cognitive science, and from educational studies exploring learners’ thinking about curriculum topics and about classroom processes.”

Taber also states that there has to be a successful communication between the teacher and the learner. It requires the teacher to transfer knowledge and the learner has to make it personal, then, learning occurs.

CHAPTER 4

METHODOLOGY BACKGROUND

4.1 Participants

A total of 21 Ecuadorian EFL students at Unidad Educativa Politécnico participated in this study. The students selected for this study were of intermediate level. The number of females was larger than the male students. All the participants were native speakers of Spanish and their age ranged between 8-9 years.

4.2 Location

Unidad Educativa Politécnico is located in the north of Guayaquil city. The school is for the upper social class.

4.3 Design

This study was conducted in an eclectic way which is an approach that uses techniques and activities from a variety of language teaching approaches or methodologies; having a mixture of resources to rely on in order to get information. (British Council, 2016).

4.4 Instrument of investigation

Three experts on psychology were interviewed in order to find out problems that can affect the learning process regarding motivation.

4.5 Analysis of the interviews

The psychologists of the institution were interviewed and helped this study by contributing their opinions and thoughts about how motivation can help students perform better in the teaching-learning process. They said that a common problem regarding students' performance is that they do not find their classes interesting. The experts agreed and considered motivation to be one of the most important in the learning process. They said that students often feel demotivated due to the lack of activities that can involve them in real life. Also, they said that if teachers do not motivate their students, they would fail classes and consequently their long-term performance would be affected. The psychologists suggested the institution's program (PYP) to be used as a tool in order to improve students' motivation. As the program follows constructivism way of learning, they recommended teachers to apply it in the classroom and make students be the protagonists of their own teaching-learning environment.

4.6 Understanding the PYP

As previously stated, motivation plays an important role in the language teaching environment. Within the PYP it is believed that students learn best when the learning is authentic-relevant for the world (Making the PYP happen). Learners respond better when they experiment what they are intended to be taught.

“Through acknowledging and struggling to meet the diverse needs of the student—physical, social, intellectual, aesthetic, cultural—PYP schools ensure that the learning is engaging, relevant, challenging and significant. What adds significance to student learning in the PYP is its commitment to a transdisciplinary model, whereby themes of global significance that transcend the confines of the traditional subject areas frame the learning throughout the primary years, including in the early years. These themes promote an awareness of the human condition and an understanding that there is a commonality of human experience. The students explore this common ground collaboratively, from the multiple perspectives of their individual experiences and backgrounds. This sharing of experience increases the students’ awareness of, and sensitivity to, the experiences of others beyond the local or national community. It is central to the programme and a critical element in developing an

international perspective, which must begin with each student's ability to consider and reflect upon the point of view of someone else in the same class." (Making the PYP happen)

Taken from (IBO, 2001):

International-mindedness: the PYP perspective

In the PYP, the attempt to define international-mindedness in increasingly clear terms, and the struggle to move closer to that ideal in practice, are central to the mission of PYP schools. Given the variety and complexity of PYP schools, and the elusive nature of the concept itself, it would be naive to propose any simple definition and expect it to stand up to rigorous examination. Rather, the IB would suggest that the definition is compound, reflecting a range of interrelated factors that are discussed throughout this document. However, in examining these factors during the years since the inception of the PYP, one aspect of PYP schools emerges, not only as the most compelling, but also as the common ground on which PYP schools stand, the essence of what they are about. This is the kind of student we hope will graduate from a PYP school, the kind of student who, in the struggle to establish a personal set of values, will be laying the foundation upon which international-mindedness will develop and flourish. The attributes of such a learner are listed in the learner profile (see figure 2). The learner profile is central to the PYP definition of what it means to be internationally minded, and it directs schools to focus on the learning. IB World

Schools should be proud to send out into the world students who exemplify the attributes expressed in this profile.

Within the PYP, there is an exploration of the world throughout the curriculum to be used by the teachers. From very young learners up to 12 years old, learners are exposed to six different traits that help them know more about the surrounded world. There are six topics to be seen in the school year. Each level sees them all in different perspectives; they get more complex when they come to be for upper levels. These themes collaborate in the inquiry of the students and they can be able to know what is enclosed in the planet. The transdisciplinary themes (see figure 2) have a global significance and can be explored by children of all cultures, they also let students be aware of the local and global news.

In all of the themes, teachers need to adapt the context and create the meaningful resources for the students. Starting with their prior knowledge about the topic and ending each unit with a project, learners have the opportunity to inquire, share, develop create and concepts six times a year. Together with the transdisciplinary themes, the teachers have to work on the values immerse in each unit with the students. Pupils have to get their conclusions on how they acquire or get to know some attitudes such as being caring or principled with their peers or the planet according to the theme seen at that moment.

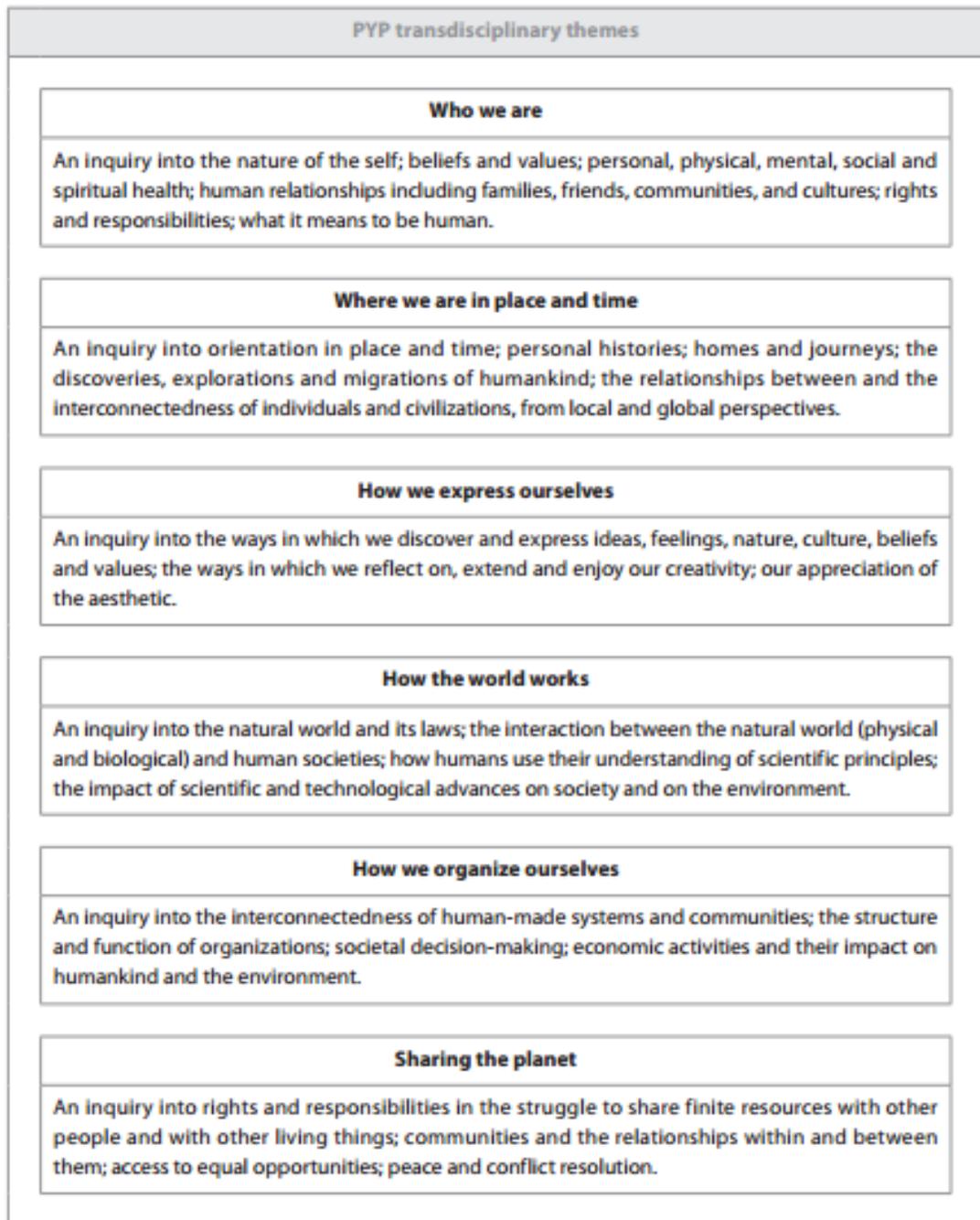


Figure 2
(IB, 2009)

CHAPTER 5

DEVELOPMENT PROPOSAL

5.1 Pedagogical motivational techniques

“The aim of learning a foreign language is to be able to benefit from using it in the real world, in real situations” (Rashid Hamed Al Azri, Majid Hilal Al-Rashdi, 2014).

Williams (Williams, 1994) argues that learning a foreign language involves far more than simply learning skills or a system of rules, or a grammar. According to him, it involves an alteration of self-image, the adoption of new social and cultural behaviors and ways of being, and, therefore, has a significant impact on the social nature of the learner.

In deciding on context that addresses the interests of diverse students, (Gardner, 1983) Gardner’s Theory of Multiple Intelligences, may be considered to understand and identify strength in all students.

5.1.1 Using authentic materials

According to (Carter, R. & Numan, D, 2001) authentic materials are the kinds of “texts” that are not designed for “teaching aims”.

(Peacock, 1997) defines authentic materials as materials that have been produced to fulfill some social purposes in the language community.

(Ianiro, 2007):

Authentic materials may not be created specifically for the classroom, but they help students to learn because they are authentic. They can be:

- Utility bills
- Packing slips
- Order forms
- ATM screens
- ATM receipts
- Web sites
- Street signs
- Coupons
- Traffic tickets
- Greeting cards
- Calendars
- Report cards
- TV guides
- Food labels
- Magazines
- Newspapers
- Folk-art
- Utilitarian objects
- Games and toys
- Tickets, brochures, ads
- Photographs
- Popular music and song lyrics
- Quotes, proverbs and sayings
- Memes
- Phone messages
- Radio broadcasts
- Podcasts
- E-books
- Television programs
- Short films and movies

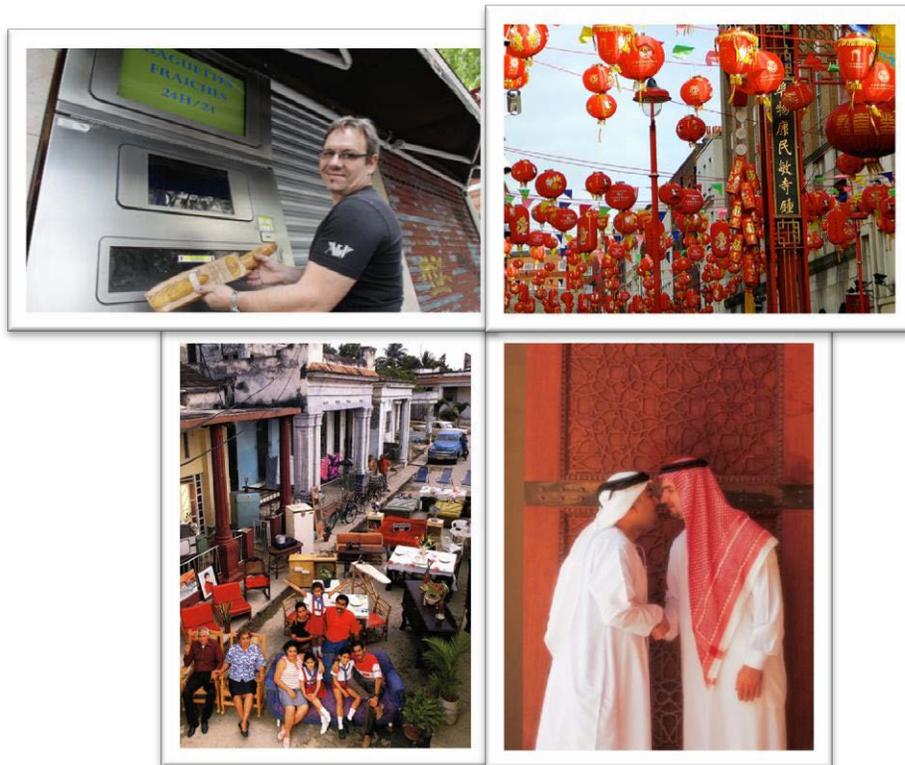
(See figure 3)

Samples of Authentic Materials

Tickets, brochures, ads:



Photographs:



Utilitarian objects:



Magazines and newspapers:



Figure 3 (Ianiro, 2007)

5.1.2 Role-playing

(Suchismita Bhattachjee, Somik Gosh, 2013) Role-playing teaching helps learning to become efficient due to the experience gained and makes it more grounded in reality. According to (Driscoll, 2005), role-playing teaching method has been derived from the idea that knowledge is constructed by learners in their attempt to understand their experiences. Role-playing makes students get used to dealing with real situations by performing them similar ones. It also helps learners to use their knowledge about the target language and act the role while presenting it.

In my experience as a teacher and student of language teaching, and after attended many workshops and seminars, I have learnt in those that students can role play in different scenarios. These might be some:

- A historical event or time period
- Grocery shop
- Jobs
- A date
- Buying in a restaurant
- Everyday conversations
- Travelling to different countries
- Changing religions
- Experimenting new culture

5.1.3 Problem-based teaching

“Problem-based teaching makes the student solve a given problem, and this creates an active learning environment” (McKeachie, 2003). In order to make problem-based teaching more effective (Dutch, 2001), the teacher has to give the students a problem that engages and motivates them to look for understanding of the concepts being taught.

Project-based learning makes students develop:

- Critical thinking
- Collaboration
- Communication

By focusing students on a project, teachers put them in a path that deepens their knowledge and the skill they will need in the future. It depends on learners if they want to ask questions, research, collaborate or give each other feedback at the moment of solving the given problem or task. In the end, learners can show the results to real audience like authorities, parents, children from other schools or the target spectators they would like to include. (Education, 2010)

5.1.4 Collaborative learning

Collaborative learning has been shown to result in higher student achievement, higher self-esteem and higher motivation for all students across socioeconomic and cultural backgrounds. (Johnson, D. W. & Johnson, R. T., 2009)

Collaborative learning can be helpful in all of the disciplines of education (math, science, literature, arts, etc.) It also helps the learners to take a specific role for developing the instruction:

- Scribe role (taking notes of the conversation so that the others can be fully engaged with the topic)
- Leader map role (monitoring who is speaking when and drawing a diagram on how the conversation is going)
- Moderator role (making sure that they do not stay on a certain topic for too long and move quickly, and also making sure that everyone in the group talks) (Edutopia, 2012)

CHAPTER 6

APPLICATION

6.1 Matching students' needs according to Maslow's Hierarchy of needs

At Unidad Educativa Politécnico, the whole school community cares about the environment in which the students are going to be involved. Starting with the basic stage from Maslow's Hierarchy of needs, that is "Physiological needs", both teachers and students share a huge responsibility in this part. As a teacher, I have to be aware of my students' physiological needs. For example, if a student is having a difficult time breathing, or bleeding through the nose, I immediately take care of the situation by driving the student to the medical room. Also, students can communicate if they thirsty or have the need to go to the restroom. Inside of the classroom, there is a water dispenser, so that students can drink water at any time by asking the teacher for permission. Another way of satisfying this need in the school is by having an air-conditioned and comfortable environment. Each room has an air conditioner and adequate lightning through windows, and artificial light. Regarding food, students have two break periods for having lunch. In my own experience, I have had the cases of students who did not have breakfast at home, this created a difficult time for the pupils to be motivated or concentrated at any activity, and what I do is that I let the students have some food from their lunch boxes and eat something before lunchtime arrives. Furthermore, I get in contact with the students' parents and remind them

the importance of having breakfast at home and how it contributes to the learning process.

When it comes the time of addressing “Safety and Security needs” in the classroom, the students build a chart at the beginning of the school year called “Agreements” and they write the behavior they must practice all the time inside of the classroom. Some examples of students’ Agreements chart:

We agree to:

- Raise our hand before talking
- Do not run inside of the classroom
- Respect our partner’s turn
- Keep our materials in order
- Show respect to everyone
- Do not participate in bullying

These agreements really help students to maintain a positive behavior in the classroom. It is very important to let pupils build their own agreements because they can become the reminders of those. When one student is violating the rules of the classroom, the others can help remembering what they have written in their chart.

Love, affection and belongingness are also part of the Maslow’s Hierarchy of needs and they are met at the school too. Sitting arrangements are developed in

the classroom, groups of four or five students are set for building friendship and team work among them. The school year has six units in this institution; this means that students switch places six times a year and they get to know one another in a better way. (See example in figure 4 p.45)

Moving into “Esteem” needs, as a teacher I am responsible of encouraging the participation of the students and making sure that everyone is involved in the learning process. There are some students who may have difficulties at the moment of developing the target language and they are not very motivated in the classroom due to their lack of skills. In my experience, I have helped these students by providing them with differentiated activities that can have the same results as the others but with a less complex vocabulary. These activities are aim to make the student develop the target language in an easier way. Also, I congratulate students privately when they perform above average.

In my own practice as a teacher, I have been able to recognize my students’ goals and achievements. It is very important to inform parents about their children’s success, not only because they are part of the school community but also for building trust and confidence in the students, so that they can know that their effort is being awarded.

6.2 Strategies applied in the classroom

6.2.1 Using Prior knowledge

During the third unit of the school year, fifth grade students were exploring the transdisciplinary theme called “How we organize ourselves” and the topic that we were addressing was how the climate change affects the environment and people and what we do to help.

First of all, we started the unit by bringing the topic to our reality and we started sharing prior knowledge about the climate change in our city. Students discussed about it and after that they had to write about how climate changes in Guayaquil. (see annexes p. 49)

When the unit was about to finish, students were given pieces of information that included Climate Change problems around the world. By working in groups, they had to present the causes and consequences of those problems and create possible solutions for them. They were also given rubrics on how speaking and writing skills were going to be evaluated. (see annexes p.50-52)

6.2.2 Collaborative learning

Students were given an activity in which they had to practice “Fact or Opinion” statements. The aim of the activity was to make students discuss and decide which statements were facts or which ones were opinions. (See example in figure 5 p.46)

6.2.3Role-playing

During these activities, students had to present to the school community a project in which they could have their own business. A group of students decided to be chefs and they wanted to make easy home-made lunch. The project turned out to be very well-known, and even the students were invited to show their performance in high school fair. Another student performed the role of being a tree by saying how it contributes to the environment, its benefits and how it has been damaged by humans. (See example in figure 6 p.47)

6.2.4Problem-based teaching

While students were exploring a unit on how preserving the planet, they were a given a problem: The Earth is dying and needs your help! Students had to create solutions for conserving the Earth. These were some of the solutions done by pupils: (See example in figure 7 p.48)

CHAPTER 7

RESULTS

After applying the motivational techniques in the classroom, together with the theories based on what motivates people according to Abraham Maslow and John Keller, the hypotheses of this study were highly accomplished. By the end, students had a very positive attitude towards the learning process. Also, they were eager to know more about what the next unit was going to be about. They developed group skills, such as critical thinking, communication and collaboration within the whole process. Besides, they performed very well at the moment of speaking about a topic because it was really connected to their prior knowledge and their own reality. The participation among the activities was very active due to the fact that they had to build solutions, create own things, share information and practice the target language. Students really liked the experience of switching places every unit because they could make new friends and experience different ways of working in teams. As they did a very good performance, their grades improved and that made them feel proud of themselves.

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

In this study about finding different strategies to get students motivated in the EFL classroom in order to help them succeed in the language teaching environment and thus become autonomous learners, research was conducted in an eclectic way.

After having analyzed all the theories in which the learner is the center of the learning scenario, and knowing that students should be treated as humans first; people who need to satisfy internal and external needs and then been able to respond to the teacher or school's requirements, the study showed that students may work better if they are involved in the teaching-learning process. Besides, students may develop and learn when they have to create their own knowledge based on previous experience. The teacher has to create an environment in which the student can bring prior experiences and relate them with the target topic seen at the moment.

It is also important noting that the educational field does not work with students separately, but together. When involving pupils in the real world and making them notice that they are part of it, they will know the importance of having skills that can be used at the moment of simulating of real situations.

Working with peers may create in learners the ability of communication. Students need to put into practice the knowledge they have and it works better when they have the opportunity to share it with others and solving problems in groups.

The IB program also says that teachers have to use tools for making students inquire about the real world. A set of values are immerse in this program that helps teachers to have sensitive students and be more caring for their world.

RECOMMENDATIONS

It is recommended to apply the project since the school year begins to see the results in the long term period. It also recommendable to work together with all the teachers, that is to share the proposal with the whole institution, so that all the members of the school have the same pattern to follow and students get used to it from the very beginning.

It would be appropriate if teacher continue on seeking of techniques and strategies to get students engaged and motivated with the learning. It is very important that teachers create a pleasant environment for learners, which includes and satisfies their needs (seen in Abraham Maslow's Theory) in order to build a good scenario for students.

It is also recommended that teachers work on a mentoring process in which one teacher can observe another's class so that they can learn from one another. It would be possible that a tool works better for one group and can be implemented with other groups of students and that is why it is important to share the experiences with the whole institution.

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ANNEXES



RESEARCH PROJECT

Addressing Anti-Motivation Issues in a Fifth Basic EFL Educational Learning Environment at Unidad Educativa Politécnico

INTERVIEW

This interview has a goal to find out problems regarding motivation in the fifth basic at Unidad Educativa Politécnico.

1. What do you think is a common problem regarding students' performance?
2. Do you consider that motivation is important in the learning process?
3. Why do you think that students feel demotivated?
4. How can teachers help students to increase their performance in the classroom?
5. What can be the consequences if teacher do not motivate students at the moment of developing a class?

APPLICATION PHOTOS



Figure 4. (Student sitting arrangement)



Figure 5 (Collaborative Learning)



Figure 6 (Role playing)



Figure 7 (Problem-based teaching)

CLASSWORK

Read the title and fill the graphic organizer and the paragraph in your notebook. Remember "indentation" (the space when you start the paragraph)

Title: Climate change in Guayaquil

Topic Sentence:		
Detail: First,	Detail: Also,	Detail: In addition,
Closing Sentence:		

HOMEWORK: when the teacher has checked the first draft in your notebook, re-write it and check all the suggestions!





CLIMATE CHANGE

5th grade unit 3 final project

During this unit, you have learned about Climate Change and its causes and effects. That's why you are going to be presenting some of them and your contribution for solving them. Here, there are some procedures for the **project**. The final touch is only yours. You will have to share the information by **writing a speech** and **oral presentation** of your **topic**.

Remember that this project is graded as your SUMMATIVE EVALUATIONS!

Monday	Tuesday 14	Wednesday 15	Thursday 16	Friday 17
<p>With your teacher, choose and decide the members of the groups randomly.</p> <p>Start looking at the information given by the teacher and select the most relevant material needed for you.</p>	<p>Start looking at the information given by the teacher and select the most relevant material needed for you.</p>	<p>Prepare the speech that you have to talk about according to your topic. Remember to use topic sentence, supporting details and closing sentence. Make your teacher check your paragraph.</p> <p>Check Rubric</p>	<p>Prepare the poster that will include the pictures and some information about the topic that you have.</p>	<p>ORAL PRESENTATIONS</p> <p>Check Rubric</p>

Students' presentation rubric (speaking)

	0	1	2	3	Total
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.	
Subject Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.	
Graphics	Student uses superfluous graphics or no graphics	Student occasionally uses graphics that rarely support text and presentation.	Student's graphics relate to text and presentation.	Student's graphics explain and reinforce screen text and presentation.	
Mechanics	Student's presentation has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	
Eye Contact And elocution	Student reads all of report with no eye contact. Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student occasionally uses eye contact, but still reads most of report. Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student maintains eye contact most of the time but frequently returns to notes. Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student maintains eye contact with audience, seldom returning to notes. Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	
Total Points:					15

Paragraph rubric (writing)

	1	2	3	4
Paragraph requirements				
Topic sentence, closing sentence	*The paragraph lacks of a topic sentence, and a conclusion.	*The paragraph lacks of a topic sentence, or a conclusion.	*The paragraph has a topic sentence and a conclusion, but they are not connected.	*The paragraph has a topic sentence, and a conclusion, both are connected.
Details	*It has less than 2 supporting details and they are not connected	*It has less than 3 supporting details, but they are not connected	*It has 4 supporting details and most of them are connected to the topic sentence.	*It has 4 or more supporting details connected to the topic sentence
Capitalization and Indentation	*Student doesn't use capital letters to begin sentences and for names *The paragraph is not indented	*Student rarely uses capital letters to begin sentences and for names. *The paragraph is not indented	*Student sometimes uses capital letters to begin sentences and for names. *The paragraph is indented	*Student automatically uses capital letters to begin sentences and for names. *The paragraph is indented
Spelling	*Spelling errors difficult the comprehension of the writing.	*Several words have spelling mistakes.	*Some words have spelling mistakes.	*Student writes most words correctly.
Punctuation	*Incorrect punctuation.	*Many end-of-sentence punctuation errors; internal punctuation contains frequent errors.	*End-of-sentence punctuation is usually correct; some internal punctuation errors.	*Student uses accurate punctuation that guides the reader through the text.

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DECLARACIÓN Y AUTORIZACIÓN

Yo, Lemos Toalongo Anggie Lilibeth, con C.C: # 0926646720 autora del trabajo de titulación: Addressing Anti-Motivation Issues in a Fifth Basic EFL Educational Learning Environment at Unidad Educativa Politécnico previo a la obtención del título de **LICENCIADO EN LENGUA INGLESA CON MENCIÓN DE GESTIÓN EN ENSEÑANZA BILINGÜE** en la Universidad Católica de Santiago de Guayaquil.

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